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| Unit Title: | | Research | | | | | | | | | |
| **Teacher:** | Blickenstaff | | **Hour:** | | Period 5 | | | | | | |
| **Week:** |  | | **Date:** Tri 3 | |  | | | | | | |
| **Unit:** |  | | **Target Grade Level: 7** | | | | | | | | |
| **Course:** | Reading/Language Arts for ELA students | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Write a persuasive essay |
| **Criteria for Success:** | Students can identify a research topic, find appropriate information from multiple sources, and produce a report in the proper format. |
| **Progression of Learning:** | Think of an idea, narrow down, conduct proper internet search, take notes without plagerizing, document sources used, create outline, write intro, body and conclusion, prepare bibliography |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| **Students can:**   1. Identify a topic for research, developing the central idea or focus (DOK 2-3) | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | L4L-1 through 4, ISTE 1-Creativity and Innovation, 2- Communication and Collaboration, 3- Research and Information Fluency, 4-Critical thinking, problem-solving, and decision-making, 5- Digital Citizenship, 6-Technology Operations and Concepts |
| 1. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials (DOK 2-3) |  |  |
| 1. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate information (DOK 1-2) |  |  |
| 1. Evaluate accuracy and usefulness of information, and the credibility of the sources used (DOK 2-3) |  |  |
| **Students can:**   1. Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure (DOK 3-4) |  |  |
| 1. Write reports based on research that includes quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page (DOK 3-4) |  |  |
| 1. Prepare presentation of research findings (written, oral, or a visual product) for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics (DOK 3-4) |  |  |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| LoTi survey |  | LoTi survey |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Students prepare and write arguments in their own time with the ipod touches, use visuals, |  | Use projector as a visual, develop background knowledge, give models, lots of wait time, sentence frames |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Todaysmeet.com, ipod touches, Webpath Express, Edutopia, Word, Wikispaces (use their pages to keep topic ideas and sources for research), Jing |  | Persuasive writing organizers, word lists, The Great Debaters movie, teacher selected articles on animal rights issues |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Student reflections on wiki |  | Students set weekly goals in planner |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Preferential seating, visuals, multisensory development of background knowledge, classroom procedures |  |  |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| Study group Wed. after school for any students needing extra time or help, research/writing checklists, jing screencasts |  | Debate, controversy, affirmative, negative, resolution, common sense, statistic, expert opinion, example, racism, segretation, lynching, humane treatment, ethical, |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Sped students will work on project in Resource class for additional help. Students paired with tutors |  | Use projector as a visual, develop background knowledge, give models, lots of wait time, sentence frames |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | The Great Debaters movie | 3 days |
| **Introduction** | What does debate mean? What is controversy? Have you ever disagreed with someone? What did it look like? |  |
| **Direct Teaching** | 4 types of arguments |  |
| **Guided Practice** | We read article together to find each kind of argument, student volunteers read types or arguments aloud and others have to identify (REPEAT WITH EACH NEW TOPIC) |  |
| **Feedback** | Teacher highlights effective arguments on Todaysmeet.com |  |
| **Independent Practice** | Mock debates with ipod touches and todaysmeet.com. Students post arguments from the pro or con point of view from articles they’ve read. |  |
| **Closure** | Students participate in live debate with others who studied the same side. |  |